

## Key Learning in Writing: Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i></li> <li>▪ Create and punctuate complex sentences using <i>ed</i> openers.</li> <li>▪ Create and punctuate complex sentences using <i>ing</i> openers.</li> <li>▪ Create and punctuate complex sentences using simile starters.</li> <li>▪ Demarcate complex sentences using commas and explore <b>ambiguity</b> of meaning.</li> <li>▪ Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i></li> <li>▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently.</i></li> <li>▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></li> <li>▪ Identify and use <b>brackets</b> and <b>dashes</b></li> <li>▪ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>▪ Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</li> </ul>	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>▪ Identifying the audience and purpose</li> <li>▪ Selecting the appropriate language and structures.</li> <li>▪ Using similar writing models.</li> <li>▪ Noting and developing ideas.</li> <li>▪ Drawing on reading and research.</li> <li>▪ Thinking how authors develop characters and settings (in books, films and performances).</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>▪ Selecting <b>appropriate</b> grammar and vocabulary.</li> <li>▪ Blending action, dialogue and description within and across paragraphs.</li> <li>▪ Using devices to build cohesion (see VGP column).</li> <li>▪ Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes.</i></li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>▪ Assessing the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>▪ Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>▪ Ensuring consistent and correct use of tense throughout a piece of writing.</li> <li>▪ Ensuring consistent subject and verb agreement.</li> <li>▪ Proofreading for spelling and punctuation errors.</li> </ul> <p>Perform own compositions for different audiences:</p> <ul style="list-style-type: none"> <li>▪ Using appropriate intonation and volume.</li> <li>▪ Adding movement.</li> <li>▪ Ensuring meaning is clear.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</li> <li>▪ Use further prefixes and suffixes and understand the guidelines for adding them.</li> <li>▪ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i></li> <li>▪ Continue to distinguish between homophones and other words which are often confused.</li> <li>▪ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>▪ Use dictionaries to check the spelling and meaning of words.</li> <li>▪ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>▪ Use a thesaurus.</li> <li>▪ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>▪ Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Write fluently.</li> <li>▪ Choose when it is appropriate to print or join writing e.g. <i>printing for labelling a scientific diagram.</i></li> </ul>